

SKRIPSI



**ERROR ANALYSIS OF SIMPLE PRESENT TENSE IN THE STUDENTS
WRITING OF DESCRIPTIVE TEXTS AT TENTH AND TWELFTH
GRADE OF SMA 1 MAYONG JEPARA**

By

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MURIA KUDUS UNIVERSITY**

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In Partial Fulfillment of the Requirements for Completing
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MOTTO AND DEDICATION

MOTTO

"Unleash the Power Within, Ignite Boundless Possibilities"



DEDICATION

This is specially dedicated to :

- To my parents, whose love and unwavering support have been my guiding light.
- To all my best friend, thank you for always believing in me and being my source of strength.
- To all those who have supported and cheered me on, I am grateful for your faith in my journey.
- To my almamater, Universitas Muria Kudus, thank you for providing me with knowledge, opportunities, and a nurturing environment to grow.
- To myself, for the determination, resilience, and unwavering commitment to my academic journey.

ADVISOR'S APPROVAL

This is to certify that the *Skripsi* of *Burhanudin Albab* (NIM 201932041) has been approved by the *Skripsi* advisors for further approval by the Examining Committee.

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Kudus, 11th August 2023

The researcher



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ABSTRAK

Albab, Burhanudin. 2023. **Analisis Kesalahan Simple Present Tense dalam Penulisan Teks Deskriptif Siswa Kelas Sepuluh dan Dua belas SMA Negeri 1 Mayong Jepara**. Skripsi. Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus, Pembimbing (1) Agung Dwi Nurcahyo, S.S., M.Pd, (2) Dr. Muh. Syafei, M.Pd.

Key words: *Analisis Kesalahan, Simple Present Tense, Teks Deskriptif*

Latar belakang penelitian ini berawal dari tantangan siswa dalam menghasilkan tulisan deskriptif yang berkualitas tinggi, termasuk pemilihan kosakata, penggunaan tenses, struktur kalimat, dan koherensi paragraf. Penelitian ini bertujuan untuk menganalisis kesalahan dalam teks deskriptif yang dibuat oleh siswa kelas sepuluh dan dua belas di SMA 1 Mayong, dengan fokus pada simple present tense. Dengan membandingkan kemahiran bahasa dan pola kesalahan antara tingkat kelas ini, penelitian ini berusaha untuk memahami kemajuan pemerolehan bahasa siswa.

Metode yang digunakan dalam penelitian ini adalah pendekatan kualitatif, dengan melakukan analisis kesalahan untuk mengidentifikasi, mengkategorikan, dan mendefinisikan kesalahan yang dibuat oleh siswa. Data dikumpulkan dari teks deskriptif menggunakan simple present tense yang ditulis oleh siswa kelas XI dan XII di SMA 1 Mayong Jepara. Proses analisis data melibatkan enam langkah, termasuk deteksi kesalahan, menemukan kesalahan, deskripsi kesalahan, klasifikasi kesalahan, dan menghitung kesalahan. Taksonomi Strategi Permukaan Dulay et al. digunakan untuk klasifikasi kesalahan, yang meliputi kesalahan penghilangan, kesalahan informasi, kesalahan pengurutan, dan kesalahan penjumlahan.

Hasil penelitian menunjukkan bahwa siswa kelas dua belas memiliki lebih sedikit kesalahan dibandingkan siswa kelas sepuluh dengan total 65 kesalahan dibandingkan 168 kesalahan. Siswa kelas dua belas memiliki 31 kesalahan (47,69%) dalam *Misformation*, sedangkan siswa kelas sepuluh membuat 49 kesalahan (33,10%). Untuk *Omission*, siswa kelas dua belas memiliki 24 kesalahan (36,92%) dibandingkan dengan siswa kelas sepuluh yang membuat 65 kesalahan (43,91%). Selain itu, dalam hal Penjumlahan, siswa kelas dua belas memiliki 9 kesalahan (13,84%), dan siswa kelas sepuluh memiliki 29 kesalahan (19,59%). Terakhir, siswa kelas dua belas melakukan 1 kesalahan (1,53%) dalam *Misordering*, sedangkan siswa kelas sepuluh memiliki 5 kesalahan (3,37%). *Misformation* adalah kesalahan yang paling umum terjadi di antara siswa kelas dua belas, sementara *Omission* adalah kesalahan yang paling umum terjadi di antara siswa kelas sepuluh. Terdapat kesamaan jenis kesalahan, yaitu penghilangan, penambahan, misformasi, dan kesalahan pengurutan. Di sisi lain, terdapat tiga kategori kesalahan yang berbeda yaitu penghilangan kata depan, penambahan penandaan ganda, dan kesalahan bentuk lengkung.

Peneliti berharap bahwa penelitian ini akan berkontribusi pada praktik pengajaran yang lebih efektif dengan mengidentifikasi kesalahan yang umum terjadi. Dengan memahami kesalahan siswa, para guru dapat merancang strategi dan materi pembelajaran yang dapat meningkatkan kemampuan menulis mereka. Pada akhirnya, penelitian ini memiliki potensi untuk meningkatkan kemahiran bahasa siswa dan memajukan kemampuan mereka dalam menulis teks deskriptif.



ABSTRACT

Albab, Burhanudin. 2023. *Error Analysis of Simple Present Tense in the Students Writing of Descriptive Texts at Tenth and Twelfth Grade of SMA 1 Mayong Jepara*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors : (1) Agung Dwi Nurcahyo, S.S., M.Pd., (2) Dr. Muh. Syafei, M.Pd.

Key words: *Error Analysis, Simple Present Tense, Descriptive Texts*

The background of this research stems from students' challenges in producing high-quality descriptive writing, including vocabulary selection, tense usage, sentence structure, and paragraph coherence. This study aims to analyze errors in descriptive texts by tenth and twelfth-grade students at SMA 1 Mayong, focusing on the simple present tense. By comparing language proficiency and error patterns between these grade levels, the research seeks to understand student's language acquisition progress.

The method used in this research is a qualitative approach, conducting an error analysis to identify, categorize, and define the errors made by the students. The data were collected from Text descriptive using simple present tense written by Tenth and Twelfth Grade students at SMA 1 Mayong Jepara. The data analysis process involved six steps, including error detection, locating errors, description of errors, classification of errors and counting of errors. Dulay et al.'s Surface Strategy Taxonomy was utilized for error classification, which includes omission errors, misformation errors, misordering errors, and addition errors.

The findings showed that the twelfth-grade students had fewer errors than the tenth-grade students with a total of 65 errors compared to 168. Twelfth-grade students had 31 errors (47.69%) in Misformation, whereas the tenth-grade students made 49 errors (33.10%). For Omission, the twelfth-grade students had 24 errors (36.92%) compared to the tenth-grade students' 65 errors (43.91%). Additionally, in terms of Addition, the twelfth-grade students had 9 errors (13.84%), and the tenth-grade students had 29 errors (19.59%). Lastly, the twelfth-grade students made 1 error (1.53%) in Misordering, while the tenth-grade students had 5 errors (3.37%). Misformation was the most common error among twelfth-grade students, while Omission was the most common error among tenth-grade students. There are similarities of error types, namely omission, addition, misformation, and misordering. On the other hand, there are three different error categories Omission of preposition, Addition Double marking and Misformation of archy form errors.

The researcher aspires that this study will contribute to more effective teaching practices by identifying common errors. Understanding the students' mistakes will enable teachers to design instructional strategies and materials that improve their writing skills. Ultimately, this research holds the potential to enhance students' language proficiency and advance their abilities in writing descriptive texts.

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